

Henry E. Bonner Elementary

171 Macedonia Foxes Circle
Moncks Corner, SC 29461

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-4 Elementary School | |
| Enrollment | 671 Students | |
| Principal | Melvin K. Rose | 843-899-8950 |
| Superintendent | Dr. J. Chester Floyd | 843-899-8600 |
| Board Chair | Kathleen Bounds | 843-761-5437 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 25 | 64 | 13 | 1 |

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Average | Below Average | N/A |
| 2003 | Average | Below Average | No |
| 2004 | Average | Below Average | No |
| 2005 | Average | Good | No |

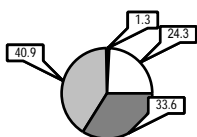
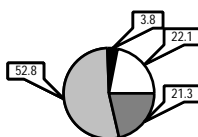
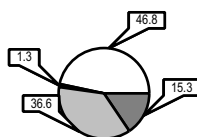
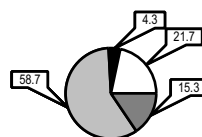
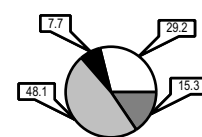
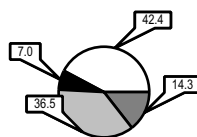
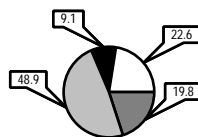
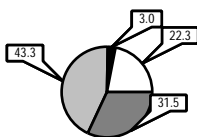
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--------------------------------------------------------------------|-----------------------------------------------------|-----------------|----------------------|----------------|---------------------|-------------------|---------------------------------------------|--------------------------------------|----------------------------------------|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 246 | 100.0 | 24.3 | 40.9 | 33.6 | 1.3 | 46.8 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 126 | 100.0 | 28.9 | 42.1 | 28.9 | 0.0 | 38.0 | | |
| Female | 120 | 100.0 | 19.3 | 39.5 | 38.6 | 2.6 | 56.1 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 182 | 100.0 | 21.7 | 43.4 | 33.1 | 1.7 | 48.6 | Yes | Yes |
| African American | 62 | 100.0 | 32.2 | 33.9 | 33.9 | 0.0 | 40.7 | Yes | Yes |
| Asian/Pacific Islander | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 193 | 100.0 | 14.8 | 42.6 | 41.0 | 1.6 | 56.8 | | |
| Disabled | 53 | 100.0 | 57.7 | 34.6 | 7.7 | 0.0 | 11.5 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 246 | 100.0 | 24.3 | 40.9 | 33.6 | 1.3 | 46.8 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 246 | 100.0 | 24.3 | 40.9 | 33.6 | 1.3 | 46.8 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 153 | 100.0 | 29.7 | 39.3 | 31.0 | 0.0 | 41.4 | Yes | Yes |
| Full-pay meals | 93 | 100.0 | 15.6 | 43.3 | 37.8 | 3.3 | 55.6 | | |

| | | | | | | | | | |
|----------------------------------------------------------|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 246 | 100.0 | 22.1 | 52.8 | 21.3 | 3.8 | 43.0 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 126 | 100.0 | 24.0 | 49.6 | 22.3 | 4.1 | 42.1 | | |
| Female | 120 | 100.0 | 20.2 | 56.1 | 20.2 | 3.5 | 43.9 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 182 | 100.0 | 20.6 | 50.9 | 25.7 | 2.9 | 47.4 | Yes | Yes |
| African American | 62 | 100.0 | 27.1 | 57.6 | 8.5 | 6.8 | 30.5 | Yes | Yes |
| Asian/Pacific Islander | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 193 | 100.0 | 19.7 | 51.4 | 24.0 | 4.9 | 49.2 | | |
| Disabled | 53 | 100.0 | 30.8 | 57.7 | 11.5 | 0.0 | 21.2 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 246 | 100.0 | 22.1 | 52.8 | 21.3 | 3.8 | 43.0 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 246 | 100.0 | 22.1 | 52.8 | 21.3 | 3.8 | 43.0 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 153 | 100.0 | 25.5 | 51.0 | 20.0 | 3.4 | 35.9 | Yes | Yes |
| Full-pay meals | 93 | 100.0 | 16.7 | 55.6 | 23.3 | 4.4 | 54.4 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|-----------------------------------------------------|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 246 | 100.0 | 46.8 | 36.6 | 15.3 | 1.3 | 16.6 |
| Gender | | | | | | | |
| Male | 126 | 100.0 | 50.4 | 35.5 | 12.4 | 1.7 | 14.0 |
| Female | 120 | 100.0 | 43.0 | 37.7 | 18.4 | 0.9 | 19.3 |
| Racial/Ethnic Group | | | | | | | |
| White | 182 | 100.0 | 42.3 | 39.4 | 16.6 | 1.7 | 18.3 |
| African American | 62 | 100.0 | 61.0 | 27.1 | 11.9 | 0.0 | 11.9 |
| Asian/Pacific Islander | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 193 | 100.0 | 40.4 | 38.8 | 19.1 | 1.6 | 20.8 |
| Disabled | 53 | 100.0 | 69.2 | 28.8 | 1.9 | 0.0 | 1.9 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 246 | 100.0 | 46.8 | 36.6 | 15.3 | 1.3 | 16.6 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 246 | 100.0 | 46.8 | 36.6 | 15.3 | 1.3 | 16.6 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 153 | 100.0 | 53.1 | 33.1 | 13.1 | 0.7 | 13.8 |
| Full-pay meals | 93 | 100.0 | 36.7 | 42.2 | 18.9 | 2.2 | 21.1 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|
| Social Studies | | | | | | | |
| All Students | 246 | 100.0 | 21.7 | 58.7 | 15.3 | 4.3 | 19.6 |
| Gender | | | | | | | |
| Male | 126 | 100.0 | 24.0 | 56.2 | 14.0 | 5.8 | 19.8 |
| Female | 120 | 100.0 | 19.3 | 61.4 | 16.7 | 2.6 | 19.3 |
| Racial/Ethnic Group | | | | | | | |
| White | 182 | 100.0 | 20.0 | 57.7 | 16.6 | 5.7 | 22.3 |
| African American | 62 | 100.0 | 27.1 | 61.0 | 11.9 | 0.0 | 11.9 |
| Asian/Pacific Islander | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 193 | 100.0 | 15.8 | 60.1 | 19.1 | 4.9 | 24.0 |
| Disabled | 53 | 100.0 | 42.3 | 53.8 | 1.9 | 1.9 | 3.8 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 246 | 100.0 | 21.7 | 58.7 | 15.3 | 4.3 | 19.6 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 246 | 100.0 | 21.7 | 58.7 | 15.3 | 4.3 | 19.6 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 153 | 100.0 | 24.8 | 59.3 | 13.1 | 2.8 | 15.9 |
| Full-pay meals | 93 | 100.0 | 16.7 | 57.8 | 18.9 | 6.7 | 25.6 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|----------------------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | 142 | 99.3 | 18.8 | 34.6 | 42.9 | 3.8 | 46.6 |
| | 4 | 144 | 100.0 | 17.6 | 49.3 | 32.4 | 0.7 | 33.1 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 116 | 100.0 | 19.8 | 38.7 | 38.7 | 2.7 | 41.4 |
| | 4 | 130 | 100.0 | 28.2 | 42.7 | 29.0 | 0.0 | 29.0 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2004 | 3 | 142 | 99.3 | 28.6 | 63.2 | 7.5 | 0.8 | 8.3 |
| | 4 | 144 | 100.0 | 26.8 | 45.8 | 25.4 | 2.1 | 27.5 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 116 | 100.0 | 24.3 | 63.1 | 9.9 | 2.7 | 12.6 |
| | 4 | 130 | 100.0 | 20.2 | 43.5 | 31.5 | 4.8 | 36.3 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 116 | 100.0 | 49.5 | 38.7 | 10.8 | 0.9 | 11.7 |
| | 4 | 130 | 100.0 | 44.4 | 34.7 | 19.4 | 1.6 | 21.0 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 116 | 100.0 | 18.9 | 58.6 | 17.1 | 5.4 | 22.5 |
| | 4 | 130 | 100.0 | 24.2 | 58.9 | 13.7 | 3.2 | 16.9 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---------------------------------------------------------------------------------|------------------------|------------------------------|---------------------------------------------------|---------------------------------|
| Students (n= 671) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 3.6% | Down from 3.7% | 3.7% | 3.0% |
| Attendance rate | 95.6% | Down from 96.5% | 96.1% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 3.3% | Up from 2.8% | 3.9% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 3.3% | Up from 2.8% | 3.3% | 3.2% |
| Eligible for gifted and talented | 7.8% | Down from 14.8% | 10.1% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 12.8% | Down from 13.4% | 9.3% | 8.2% |
| Older than usual for grade | 1.0% | Down from 1.8% | 1.1% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 45) | | | | |
| Teachers with advanced degrees | 55.6% | Up from 47.6% | 50.0% | 52.6% |
| Continuing contract teachers | 77.8% | Down from 85.7% | 85.0% | 83.3% |
| Highly qualified teachers | 97.6% | Down from 100.0% | 94.7% | 93.5% |
| Teachers with emergency or provisional certificates | 2.8% | Up from 2.7% | 0.0% | 0.0% |
| Teachers returning from previous year | 85.8% | Up from 84.5% | 86.7% | 87.0% |
| Teacher attendance rate | 94.7% | Up from 94.0% | 94.7% | 95.0% |
| Average teacher salary | \$40,646 | Up 1.5% | \$41,404 | \$41,703 |
| Prof. development days/teacher | 6.4 days | Down from 6.8 days | 13.2 days | 12.8 days |
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 22.1 to 1 | Up from 22.0 to 1 | 18.4 to 1 | 18.8 to 1 |
| Prime instructional time | 89.4% | Down from 89.5% | 89.1% | 89.8% |
| Dollars spent per pupil* | \$6,125 | Up 11.8% | \$6,083 | \$6,242 |
| Percent of expenditures for teacher salaries* | 59.6% | Down from 61.5% | 64.7% | 65.8% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 33.4% | Down from 63.9% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Below Average | Down from Good | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | 94.8% | | 89.4% | |
| Highly qualified teachers in high poverty schools | 95.8% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

H.E. Bonner Elementary School is a large rural school located nine miles northeast of Moncks Corner, South Carolina. Our unique learning community serves students from nine small communities. Bonner Elementary School is unique not just because of its location, but also its resources. The resources available include people who are committed to helping all of our children succeed, open areas for farming, Lake Moultrie for recreation, and growing businesses for increased employment opportunities.

We seek to create a learning environment where our children can and do succeed. While we have experienced success in many areas, we continue to focus on growing and assisting students in achieving more. We continuously assess student performance to drive instruction. We use test data to target the specific needs of our children and, based on this information, we continued programs such as A-STAR, 21st Century, Accelerated Reader, The Weekly Math Problem, and Inquiry Science.

The school's academic focus continues to include language arts using the 4-block reading model in all grades. We continued our strong math focus using the Everyday Math Program. These programs increased hands-on activities, along with increased parental involvement. Staff development plays a key role in helping teachers meet the needs of our children. We continued our focus on standards-based instruction through weekly planning sessions. We have two technologically up-to-date computer labs that are utilized by teachers and students on a regular basis to develop Power Point programs, to conduct research, and to provide remediation for math and reading.

Bonner Elementary achieved 18 of the 21 Average Yearly Progress (AYP) objectives. An area of growth is our special needs population. Our plans for the 2005-2006 school year include a continued focus on the district approved literacy model through differentiated staff development and scheduling. We will utilize team planning and district early release days to plan for instruction. All of these efforts will continue our efforts in moving toward achieving AYP.

The Bonner Family Tradition since 1980 has been "Success is Our Ultimate Goal." We strive daily to increase opportunities for students to achieve and accomplish success.

Melvin K. Rose, Principal

Roberta R. White, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned | 41 | 119 | 69 |
| Percent satisfied with learning environment | 90.0% | 90.4% | 80.9% |
| Percent satisfied with social and physical environment | 97.5% | 91.4% | 79.4% |
| Percent satisfied with school-home relations | 82.5% | 87.0% | 72.5% |

*Only students at the highest elementary school grade level at this school and their parents were included.